

1. What is our purpose?

To inquire into the following:

- **transdisciplinary theme**

Who we are

*An inquiry into the nature of the self; beliefs and values; **personal, physical, mental, social and spiritual health**; human relationships including families, friends, communities and cultures; rights **and responsibilities**; what it means to be human.*

- **central idea**

We can use different parts of our bodies to move safely around the water

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

A summative observation will take place where children have a choice of a particular stroke in which they feel they can demonstrate the best technique. Students will perform this with kickboards, if necessary. Anecdotal notes of each child based on video recording

Class/grade: K1 and K2 Age group: 4-6

School: Chatsworth Orchard School code: **300496**

Title: Swimming

Teacher(s): M Hughes

Date: May - June

Proposed duration: number of hours 6 over number of weeks 4



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Function Responsibility Causation

What lines of inquiry will define the scope of the inquiry into the central idea?

- How we can be safe in and out of the water
- How we can use our arms and legs to move in the water
- Having the correct technique helps us to become a better swimmer

What teacher questions/provocations will drive these inquiries?

What are the pool rules and why are they important? (Form)

What equipment do you need for swimming so you are ready to start on time? (Responsibility)

What do I need to do in order to stay afloat in the pool? (Form)

Why do we breathe out under water? (causation)

How can you move around the pool safely? (Responsibility, Causation)

Why is it important to learn to swim? (causation)

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

Prior knowledge – Excel spreadsheet. Tick columns detailing transdisciplinary skills (self management skills) with particular reference to organization, time management and informed choices.

Observations of technique and safety in and out of the water

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- How we can be safe in and out of the water – Students come up with essential agreements about codes of behaviour. Look at the Whale Tale Posters – can the students tell which are appropriate/inappropriate behaviours?
- How we can use our arms and legs to move in the water – Can students use a variety of arm and leg movements to move through the water?
- Having the correct technique helps us to become a more competent swimmer – Can the children demonstrate a stroke that combines arm and leg movements?

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Read ‘Raffy Learns to Swim’ and talk about Water Safety and come up with some Essential Agreements for appropriate behaviour around the pool.

Different ways of entering the pool – ranging from entering via ladder to sliding into the water to straddle entry and jumping in

Children blow different floating items across the surface of the water (ping pong balls, squirty animals, corks). Talk about the noise a motorboat makes – can they make that noise? Boats’ engines are always underwater – can they put their motorboat engine underwater? Let children walk around blowing bubbles like a motorboat

Allow children to play with floating squirty animals and squirt each other with them. Can they go underwater with their animal and wave to them (opening eyes)?

Retrieve submerged items from the bottom of the pool. Challenge - How many can pairs of children get in 10 seconds?

Face in water, then submerging head and opening eyes. Move onto Bobbing and underwater swimming to encourage students to breathe bubbles and exhale under water

Play games that involve the children walking through the water – e.g. Circle songs, trains (with tunnels to duck underwater),

Floating to improve buoyancy – starfish float, jellyfish float, turtle floats. How else can they float?

Activities which include legs only work with floats and noodles. Simulation of arm and leg action on the pool side

One arm and catch up work (for more advanced). Full stroke technique concentrating on breathing

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

PYP transdisciplinary skills development –self-management skills (organization and time management (students being able to have all the correct equipment with them and get dressed on time); Synthesis – Combining leg and arm movements; Gross Motor Skills – developing groups of large muscles; Codes of behaviour – behaving appropriately in and around the water

Students will be able to show the following attributes of the learner profile:

Risk takers – facing the unknown when submerging head in water

Reflective – Comment on their own strengths and the strengths of other students

Caring – making sure everyone is happy and looking after others who are not quite so confident in the water

Inquirers – children and exploring and developing their natural curiosity in the water – they will experiment as to the best way to float, how to swim underwater etc

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

American Red Cross ‘PreSchool Aquatics’, ‘The Games Guide to Safe Enjoyable Aquatics’, ‘Raffy Learns to Swim’, ‘Waddles in the Deep’, a variety of kickboards, soft balls, arm bands, noodles, squirty toys, water guns, golf balls and other submergible items, whistle, parent helpers

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea?

The Summative assessment worked well but perhaps a reflection task (chat with teacher, recording swim strokes and talk about how they are using arms and legs to move through the water) could have provided the children with explicit opportunities to connect to the central idea

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Children were able to explore their physical attributes and were able to talk about how to keep themselves safe and healthy around bodies of water

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- **develop an understanding of the concepts identified in "What do we want to learn"**

Responsibility/Function/Causation/

Responsibility - Safety aspects of being around the pool – water safety

Function – The way our bodies work when moving through the water

Causation – The ways that we move through the water are dependent on how we are using various body parts and the shape of our bodies

- **demonstrate the learning and application of particular transdisciplinary skills?**

PYP transdisciplinary skills development –self-management skills (organization and time management (students being able to have all the correct equipment with them and get dressed on time); Synthesis – Combining leg and arm movements; Gross Motor Skills – developing groups of large muscles; Codes of behaviour – behaving appropriately in and around the water

- **develop particular attributes of the learner profile and/or attitudes?**

Risk takers – facing the unknown when submerging head in water

Reflective – Comment on their own strengths and the strengths of other students

Caring – making sure everyone is happy and looking after others who are not quite so confident in the water

Inquirers – children exploring and developing their natural curiosity in the water – they will experiment as to the best way to float, how to swim underwater etc

8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Time was taken at the beginning of each session for the children to freely explore buoyancy, how they could move around in the water like different animals, how they could move under the water, how they could breath out when underwater, how they could float using different body shapes, etc before the formal teaching of techniques/floats

At this point teachers should go back to box 2 “What do we want to learn?” and highlight the teacher questions/provocations that were most effective in driving the inquiries.

What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

Some students are demonstrating their learning at home in their condo pools

Some students have signed up for extra swimming classes

9. Teacher notes

The more parents present for K1, the better. Two of the children finished the unit without submerging their heads. Time had to be taken to explain to parent helpers that the children should only submerge their heads when they were ready, without too much pressure from adults. Lots of the skills were still possible to develop with the head out of water.

Ideal groups for K1 were 3 or 4 children per adult

Ideal groups for K2 were 2 or 3 adult helpers per class (20 children +1 TA)

